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**CULTURAL-HISTORICAL SCIENTIFIC SCHOOL:
THEORETICAL FRAMEWORK AND PRACTICAL APPLICATION
IN CONTEMPORARY RUSSIA.**

The Symposium focuses on the fundamental ideas of the Cultural-Historical Theory and on various aspects of its practical application in Russia. The Symposium consists of two parts. Part I is devoted mostly to the discussion of the theoretical framework, while Part II focuses on the experience of its application in social practices.

PART ONE

The Symposium begins with a presentation by V. Rubtsov, who highlights the six essential principles of the Cultural-Historical Theory and discusses its system of concepts.

The report is followed by the presentation by I. Ulanovskaya, who provides an overview on the development of social competencies of primary school children in schools with different ways of organizing educational interactions.

The presentation by O. Rubtsova focuses on the main aspects of understanding adolescence in the framework of the Cultural-Historical Theory. The author draws attention to the issue of role development in adolescence and focuses on the problem of experimenting with roles as a particular system of activities during this age period.

The presentation by A. Kholmogorova and V. Zaretsky takes the Cultural-Historical perspective to speak about the unity of education, development and mental health. The authors introduce a multidimensional model of the zone of proximal development, based on the ideas of the Cultural-Historical Psychology and Reflective-Activity Approach, and discuss the potential of its application in enhancing development (particularly in children with learning difficulties).

PART TWO

Part II of the Symposium begins with a presentation by A. Shvedovskaya, who demonstrates the increasing interest for Cultural-Historical Psychology all over the world based on a bibliometric analysis of publications in scientific journals from 2009 to 2019. The presentation illustrates in what spheres and practices the ideas of the Cultural-Historical scientific school are most often applied in contemporary Russia.

The report is followed by three presentations, revealing different aspects of application of the ideas of the Cultural-Historical Theory and Activity Approach in social practices, particularly in education (by A. Obuhov), psychological assessment and counseling (E. Klimenkova & N. Volozhanina) and social rehabilitation (E. Takkueva & M. Sisneva).

Keywords: Cultural-Historical Theory, activity, interactions, non-classical psychology, zone of proximal development, learning, social competencies, school of developmental learning, joint problem solving, adolescence, experimenting with roles, mental health, perezhivaniye, reflection, bibliometric analysis, support strategies, social rehabilitation.

ABSTRACTS PART ONE

CULTURAL-HISTORICAL THEORY: THE ISSUES THAT L.S. VYGOTSKY BROUGHT UP

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The presentation focuses on the fundamentals of the Cultural-Historical Theory and discusses its system of concepts. One of the aims of the presentation is to demonstrate that Cultural-Historical Theory was to a large extent elaborated and refined by Vygotsky's students and followers (particularly, A.N. Leontiev, A.R. Luriya, L.I. Bozhovich, A.V. Zaporozhets, D.B. Elkonin, P.Ya. Galperin) — that is, by his scientific school. The report highlights the six basic principles of the Cultural-Historical Theory, which include: 1) the basis for the development of a human being is represented by a qualitative change in the social situation; 2) universal points of human's mental development are represented by learning and upbringing; 3) the initial form of activity is its full-form execution by the person on the outer — social or collective — plane; 4) psychological neoformations, which emerge in a human being, are derivative from the interiorization of the initial form of human activity; 5) significant role in the process of interiorization belongs to different sign and symbol systems; 6) an important part in the activity of human consciousness belongs to the internal unity of intelligence and emotions.

The presentation particularly emphasizes L.S. Vygotsky's idea that development of human psyche takes place due to a qualitative change of the social situation or, in A.N. Leont'ev's terms, due to a change of human activity. The importance of intelligence and emotions, as well as the processes of reflection and perezhivaniye, which are internally connected, is demonstrated in relation to the process of development. The presentation also discusses the role of social interactions in learning and development of children, referring to the challenges of contemporary social (particularly, educational) practices.

Keywords: Cultural-Historical Theory, change of social situation, change of human activity, zone of proximal development, social interactions, learning, collective activity, reflection, perezhivaniye.

DEVELOPMENT OF SOCIAL COMPETENCIES OF PRIMARY SCHOOL CHILDREN IN SCHOOLS WITH DIFFERENT WAYS OF ORGANIZING EDUCATIONAL INTERACTIONS

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The research considers two types of schools: a school of developmental

learning (method of D. B. Elkonin – V. V. Davydov) and a school with a traditional way of organizing educational interactions. The aim of the study is to determine to what extent primary school graduates who have been trained in schools that have different educational interactions are able to carry out whole learning activity. Our hypothesis was that the development of social competencies in primary school is mediated by the ways of organizing educational interactions and communication, aimed at a joint search for a common way to solve a certain class of problems. The study involved students of the fourth grades (11 years old) from Moscow schools (258 students). These schools differ fundamentally in the content of learning interactions and the style of communication between students and between teacher and students. The "Conflict" technique is a visual-logical task for identifying a system of features and is performed in two stages: first individually, and then in a group of 4 people. Statistically significant differences in the results demonstrated by fourth-graders of different schools were obtained. The study showed that the school of developmental learning creates favorable conditions for students to master productive forms of group interaction, which significantly increases the effectiveness of joint problem solving. It is confirmed that productive forms of interaction of students are formed in special conditions when the search for the content of the problem is mediated by the search for the method of interaction itself. In the traditional school, we observed the phenomenon of "loss of object" in joint problem solving: students united in a group to solve a problem lost their focus on the content of the problem itself, replacing the process of finding a solution with a demonstration of the learned norms of interaction.

Key words: social competencies, school of developmental learning, joint problem solving

CONTEMPORARY ADOLESCENCE THROUGH THE PRISM OF THE CULTURAL-HISTORICAL THEORY: ON THE ISSUE OF EXPERIMENTING WITH ROLES

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The presentation focuses on the main aspects of understanding adolescence in the framework of the Cultural-Historical Theory. Such concepts as new formations, social situation of development and leading activity are discussed in relation to this age period. It is argued that controversies about the content of development in adolescence are due to the fact that so far no "ideal form" has been clearly indicated for this age. An attempt is made to discuss a little-known text by L.S. Vygotsky – "Concrete human psychology" – where the issue of social roles and the importance of investigating them in adolescence was highlighted. L.S. Vygotsky interpreted the notion of role as a key mechanism, responsible for the regulation of higher mental functions in various social interactions. For a number of reasons – particularly, historical – the concept of role has long remained almost neglected in Russian psychology. Thus, the article draws attention to the issue of role development in adolescence and focuses on the problem of experimenting with roles as a particular system of activities during this age period.

Keywords: adolescence, psychological age, new formations, social situation of development, leading activity, drama, ideal form, social role, experimenting with roles, role development.

THE UNITY OF EDUCATION, DEVELOPMENT AND MENTAL HEALTH: CULTURAL-HISTORICAL PERSPECTIVE

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The report focuses on the theoretical framework, applied for organizing work and interaction of various specialists, who assist children with learning difficulties (teachers, counsellors, therapists etc.). The multidimensional model of the zone of proximal development, based on the ideas of the Cultural-Historical Psychology and Reflective-Activity Approach, is discussed in this context. The authors connect different types of assistance to various developmental dimensions and consider them as technologies for enhancing the client's development. The authors reflect on the essence of such concepts as collaboration, zone of proximal development, subject position ("subjectness"), reflection, and problem's epicenter. The authors present different ways of operational application of these concepts in assisting children with learning difficulties. The potential of the concept of double resource is discussed for developing new techniques of working within the zone of proximal development; it is demonstrated, how certain technologies of organizing the client's reflection rely on this concept. The authors provide examples of consulting children in the framework of this approach.

Keywords: Cultural-Historical Psychology, assistance in overcoming learning difficulties, cognitive-behavioral therapy, Reflective-Activity Approach, multidimensional model of the zone of proximal development, reflection, double resource, problem's epicenter.

PART TWO

VYGOTSKY'S IDEAS IN SCIENTIFIC PUBLICATIONS: A TEN YEARS' ANALYSIS (2010-2020)

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One of the significant indicators for assessing the level of the international transfer of scientific knowledge in the field of Cultural-Historical Psychology and Activity Approach is the nature of quoting key concepts and the main representatives of the approach in international sources. The development and dissemination of the ideas of the Cultural-Historical Psychology is largely connected with the contribution of Russian scientific journals. Moscow State University of Psychology and Education is the largest publisher of psychological journals in Russia. 14 scientific journals are published by this organization, seven of which are indexed in Web of Science and one in SCOPUS. All publications support a policy of open access to scientific knowledge. The most relevant

among journals committed to Cultural-Historical scientific school is the journal «Cultural-Historical Psychology», which is dedicated to history, current advances and future perspectives of L.S. Vygotsky's theory.

The presentation provides a bibliometric analysis of publications in Russian and English in order to identify the representation of the key concepts of Cultural-Historical Psychology in Russian and international publications in scientific journals for the period 2009-2019. A bibliometric analysis of publications (scientific articles) was carried out on the basis of the Russian Scientific Index citations (RSCI), Web of Science and Google Academy on a sample of 4,000 publications. A list of key concepts and names of the main representatives of the Cultural-Historical Approach in the amount of 27 words for bibliometric analysis is determined. The list of keywords is based on an expert assessment of 50 leading Russian experts in the field of Cultural-Historical Psychology (indicators of the h-Index (RSCI) of experts range from 8 to 32). A steady increase in the number of publications, containing key concepts of Cultural-Historical Psychology both in Russian and English is revealed. Various fields of the practical application of the theory are demonstrated.

Keywords: bibliometric analysis, Cultural-Historical Psychology, Activity Approach, L.S. Vygotsky.

EDUCATION AS “A MASTERY” OF THE CULTURAL NORM OF LEARNING RESEARCH ACTIVITIES: THE PRACTICE OF IMPLEMENTING CULTURAL-HISTORICAL PSYCHOLOGY IN THE WORK WITH CHILDREN AND ADOLESCENTS IN RUSSIA

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The presentation focuses on the experience of educational practice, built in line with Cultural-Historical Psychology, which considers the formation of independence and productive activity of the subject as the key task of learning. This perspective implies “mastery of one's own behavior” (L.S. Vygotsky), which occurs via interiorization of the cultural norm of action, via formation of self-regulation of activity in the process of achieving a goal/bringing into life a plan or an idea.

One of the forms of educational practices in Russia, which has been actively developed since the beginning of the 1990s, is represented by research (exploration) activity. The idea to introduce research activities into the system of education was at first initiated by concrete teachers and schools, and now this kind of learning is included into the requirements of Federal Educational Standards at all levels.

To support and develop the research activity of a child, an adult has to respond positively to the child's interest, help him or her discover new tools and materials for these discoveries. It is necessary to study together with the child what is interesting to him/her, ask leading or clarifying questions, rather than give ready-made answers (as a direct answer to the question closes the cognitive situation).

Research activity is based on sensitivity to novelty. The author claims, that it is usually demonstrated only by a small number of children. Most of them show social sensitivity - an interest in the curiosity of another child. This helps to maintain interest in new objects or phenomena when children are in the process of group interaction. Children with different cognitive strategies mutually enrich and maintain the stability of cognitive activity. This determines the importance of building learning research activities in the logic of social constructivism.

The presentation discusses the experience of organizing learning research activities of children and adolescents in the educational system of Russia.

Keywords: educational practice, self-regulation, Cultural-Historical Psychology.

EVALUATION OF SUPPORT STRATEGIES USED BY STUDENTS OF ASSISTING PROFESSIONS (PSYCHOLOGISTS AND TEACHERS) IN THE PROCESS OF LIVING THROUGH (“PEREZHIVANIE”) DIFFICULT SITUATIONS BY ADOLESCENTS

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The report highlights the importance of exploring comforting strategies in the context of the contemporary social situation of development in young people. The authors emphasize its dramatic negative effect on young people’s mental health and describe current trends in psychological research, aimed at resisting destructive social processes and valuing comforting, compassion and self-compassion strategies as important for psychological well-being. The article presents a modification of F. Vasilyuk and E. Sheryagina’s Comforting Strategies Technique, which is based on Vygotsky’s internalization theory. The key element of the modification is a new methodology of data processing, which relies on the concept of social support as well as on Reflective- Activity Approach. The following categories were introduced to assess the quality of support: antisupport, formal support, instrumental, reflective and emotional support, as well as combined types. The authors discuss outcomes of a validation study, which used independent expert ratings and correlation analysis on a sample of 282 subjects that included school and college students, students of university programmes in psychology and teacher training, as well as practicing psychologists. The modified technique can be used to carry out differentiated evaluation of the support quality in different age and professional groups by identifying the correlation between the types of support differing in the efficacy to normalize emotional state and to create conditions for the development of mind.

Keywords: experiencing (perezhivanie), comforting, empathy, social situation of development, social support, types of support, antisupport, formal support, reflective support, instrumental support, emotional support, compassion, self-compassion, Reflective-Activity Approach.

RESTORATION OF CONSTRUCTIVE ACTIVITY OF PATIENTS IN THE CONDITIONS OF PSYCHONEUROLOGICAL BOARDING SCHOOLS ON THE BASIS OF THE PRINCIPLES OF CULTURAL-HISTORICAL AND ORGANIZATIONAL PSYCHOLOGY

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In 2012, the Russian Federation ratified the International Convention on the Rights of Persons with Disabilities. The most important principles of the Convention are the full and effective engagement and inclusion of people with disabilities in society, their acceptance as a component of human diversity and equality of opportunity. Due to the important goal of reforming the system of psychoneurological residential care facilities, scientific research on the psychological methods of socializing the patients living in residential care facilities through the activation and development of their psychological resources and social competencies is becoming particularly essential. In 2008-2019, in three psychoneurological residential care facilities in Moscow five groups of motivational training were carried out, aimed at enhancing and developing the resources of social adaptation of patients with schizophrenia. The study of the effectiveness of motivational training involved 25 patients aged from 20 to 70. Work with patients was carried out using the technologies of motivational trainings developed in organizational psychology taking into account the peculiarities of violations of the motivational sphere of patients and relying on the principles of Cultural-Historical Psychology and Reflective-Activity Approach: movement strictly in the zone of proximal development, support of the subjective position of patients, emphasis on resources etc. The study was conducted before and after training using self-evaluation techniques. The conducted study of effectiveness of motivational training showed that the proposed program contributes to positive changes in the motivational sphere of patients: the self-evaluation of effectiveness in interpersonal sphere has increased, the important constructive strategy of seeking social support is used more often, likewise increases the willingness to cooperate with specialists and the intention to continue psychological work aimed at reintegration to society.

Keywords: motivational training, patients with schizophrenia, zone of proximal development, subjective position, Reflective-Activity Approach.